DOCUMENT RESUME

ED 030 101 AL 001 887

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Using Transformation Grammar Theory to Rebuild Language Confidence in Slow Learners in the Junior High School.

Rome City School System, Ga. Linguistics Research and Demonstration Project.
Report No-ESEA-3
Pub Date [68]
Note-79p.
Available from-Linguistics Research and Demonstration Center, Rome City Schools, 307 East Third Avenue, Rome, Georgia 30161.
EDRS Price MF-$0.50 HC-$4.05
Descriptors-Disadvantaged Environment, Educationally Disadvantaged, Grammar, *Junior High School Students, Slow Learners, *Tenl, *Transformation Generative Grammar

The 17 lessons in this book are based on transformational grammar theory, but they are not designed to teach grammar--not even transformational grammar theory. The authors have used them with students who speak a variety of non-standard English and who have previously been unsuccessful in English classes. These students would write little or nothing and disliked "English," but the authors found the lessons useful in rebuilding the confidence of the students in their language. The students began to write and to write longer and longer passages in their own dialect. The first lesson consists of an informal class discussion on how children learn language, dialects, style levels, and word order. Other lessons cover word families and the transformations involved in noun modification, possessives, "yes-no" questions, and relative clauses. This project was funded Title III of the ESEA. (DO)

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Linguistics Research and Demonstration Project

ROME CITY SCHOOL SYSTEM

ESEA TITLE III

307 East Third Avenue

ROME, GEORGIA 30161

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Using Transformational Grammar Theory to Rebuild Language Confidence in Slow Learners in the Junior High School

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ROME CITY SCHOOL SYSTEM **ESEA TITLE III**

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TEACHER'S INTRODUCTION

The lessons presented in this leaflet were developed to meet a special need of a special kind of child. The story behind the development of these lessons describes how we found these materials to be useful.

When this Title III project started two years ago, we instructed our teachers in structural and transformational grammars and asked them to teach these new grammars instead of the traditional one in their classrooms. We provided our teachers with abbreviated published materials and consultative help, encouraging them not to try to cover too much too fast. This went very well except for teachers of "basic" students.

We had been following the research on the relationship of grammar study to oral and written composition with a great deal of interest. Based on this research, we had told our teachers not to teach grammar in the basic classes because there was more fundamental and valuable instruction these students needed than the rather academic study of grammar. Too, we knew that grammar study was highly abstract and that these students could not abstract to that degree. We tried to illustrate grammar's abstractness with this homely example:

> "Do you see this 'table'? When I say 'table', the four phonemes /t/,/a/,/b/,and/l/ together are not the real thing. Then when I write 'table', those marks are not the sounds but are marks which are symbols for the sound. So we have symbols for symbols. But we don't stop here with grammar study — this is only the beginning. When we study the parts of speech we try to classify these "symbols for symbols" (the written word — like 'table') by placing them with other "symbols for symbols" that function similarly like nouns verbs, etc. This classifying is much more abstract than the other symbolizing."

Even with these two points for our case, the teachers still asked, "What do we do with the "basics"? They won't write, and if they do write their skills are very poor. Isn't grammar study the only answer?"

We thought we had answered this, but we evidently had not. So merely to please the teachers, we decided we would write some grammar lessons for basic students. We knew that grammar study would not improve the skills the teachers wanted to improve.

Before we started writing the lessons we agreed on three points:

1. That we had to get rid of some of the abstractness found in most formal grammar study.

2. That we would use transformational grammar theory.

3. That we would structure each lesson so every student would feel some measure of success.

The lessons we wrote then are very much like the ones in this leaflet. The interesting thing is that these lessons turned out to be much more valuable — in quite a different way — than we originally believed.

Although we originally designed these lessons for junior high students, we have used them in grades five through ten. Even with this six grade span, all of the students we used these lessons with had some of the same characteristics:

1. had previously been unsuccessful in the English class.

2. would write little or nothing.

3. disliked "English."

4. spoke a variety of non-standard English.

5. were from 'disadvantaged' homes (not necessarily financially disadvantaged).

Not only was the grammar these students had studied in earlier grades the grammar of the standard dialect, but also the parts of the grammar that were stressed were the areas of the language where "standard" and "non-standard" dialects differ. The emphasis was: "If your language is not like the 'standard,' change it." These students never felt they were studying about their language, but about one which they did not speak.

There are more likenesses than differences between "standard" and "non-standard" dialects, but in previous instruction only differences were pointed out.

Too, grammar had been so taught as to imply that "standard English" was correct and any other was incorrect; that those who spoke "incorrect"

English were inferior. In most cases this was implied in tone of voice rather than explicitly stated by the teachers. But the students got the message. Their self concept had been injured. They reasoned: "Not only do I talk this way, but so do my mother, father, sister, brother, and other relatives and friends. If my language is inferior, then I'm inferior," and so on. When these students wrote like they talked, their papers were returned with red marks and low grades. So these students became "non-verbal" as far as **contributing** to the class was concerned, because they had been informed of how little they knew about 'standard' English so often that they did not want the 'polite ridicule' any more.

These lessons were designed to show students how much they know about their language and its grammar already, whether they speak standard or non-standard English.

As we guided students through these lessons, we noticed a change in the students which we had not anticipated. We noticed that whereas most every student refused to write anything before, they were now beginning to write longer and longer passages. These were in the dialect in which they spoke, and their spelling and penmanship skills were poor, but they were writing and this was a beginning. We did not disillusion ourselves by thinking that it was the transformational grammar that did it. Now as we evaluate what we did, we can see that these lessons were rebuilding confidence in their language which had been innocently destroyed by earlier teachers.

Many linguists believe that one's ability to put his experience into language is the most important single factor an individual has to shape his view of himself and his universe. When a student is made to feel that his "home language" is inadequate to use in the classroom and ceases to talk or write about what is going on in the classroom, he does not "process" the primary and secondary experiences as freely. Because he does not "process" experience openly and freely, all classroom learning is stunted.

We share these lessons with you fully aware of what they are and what they are not. They **are not** a complete course in transformational grammar. They **are** lessons based on transformational grammar theory which, because of their structure and the methodology used in teaching them, can build language confidence in students.

Since the methodology is so important, we want to spend some time discussing the procedure we used in our classroom presentations.

METHODOLOGY

These lessons were designed to make the student aware of some of the complex language structures he can already use. This of course was done orally first since so many of these students would not write. Even though the teachers had sentences written and wrote new ones the students produced, at first the students were not asked to write.

Since these lessons are based on oral language, we found that one of our original lessons had to be dropped and that others had to be modified. A lesson on the appositive had to be dropped because it is more of a written construction than an oral one. The lessons on the possessive had to be modified into several lessons with much more emphasis on the oral because some non-standard dialects do not form the possessive the same way the standard dialect does. For example, in one non-standard dialect you will hear: "That boy book . . ." instead of "That boy's book . . .". In all probability this lesson should be excluded, but teachers and students enjoyed this lesson, and the only difference in the two dialects is the absence of /z/, /s/, /or/ɪz/ on the noun in one non-standard form. In any event, the teacher should be careful not to make the student feel inadequate or insecure if he cannot use the s sounds to form possessives.

There are several techniques we found helpful in keeping students interested and feeling successful.

OVERHEAD PROJECTOR

Teachers wrote the sentences used in each lesson on the board or prepared transparencies for the overhead projector. Most of the teachers used the overhead projector because the students were interested in this different medium. In the back of this leaflet there are 'masters' to make transparencies for each lesson.

POCKET WALL CHART

In order to move the students from oral involvement toward written involvement, we developed an intermediate step. The teacher had a large "Ten Pocket Wall Chart" and each student had a miniature wall chart called a "Pupil's Seatwork Chart" (Beckley-Cardy). The teacher wrote

each word or sentence unit in each sentence in a particular lesson on flash cards or pieces of sentence strip which could fit into the pocket wall chart. Each student had the same thing in miniature to fit his small chart. These were developed by preparing a ditto master or stencil and cutting the words and sentence units from the mimeographed pages on a cutting board.

A stencil might be set up as follows:

Cut on dotted lines:

The	frost	is	on the lawn
The	bands	were	on the field
The	desks	are	in our class
The	bus	is	from Atlanta
That	record	is	on my stereo

After these were cut, then the slips for each lesson were put in a 3" x 6" envelope and each student had his "Pupil Seatwork Chart" and the envelope of slips for each lesson.

Later, students were asked to write the words on blank slips. When these words and phrases on the slips were put together on the charts, the students saw 'their sentences' and transformed 'their sentences.' After this we found that the students were ready to write their own sentences on their own paper. Again I want to emphasize that these early attempts were lacking in standard spelling and acceptable penmanship, but the teachers

encouraged these early efforts. The important thing was what they wrote at this point, not how. After students became confident in "saying something in writing," they felt the satisfaction this gave and took more pride in the way it was put on paper. Then it was time to gently encourage the use of standard skills.

Again let us stress the limitation of these kinds of lessons. There was no attempt to be comprehensive or exhaustive. They were not designed to teach grammar — not even transformational grammar theory. We suggest that by using these lessons, teachers may build students' confidence in their ability to use language. We hope that these lessons will serve as models for teachers to improve and extend.

A WARNING

These lessons should not comprise all of the "English instruction" that goes on in a classroom until these lessons are completed. The interest span of these students is short; therefore, different types of activities should accompany these lessons to add variety in the classroom. Some of the activities we found successful were:

1) Short poems of special interest to junior high students. When the students were in the last few lessons, some of them wanted to write poems about the same subject. (Example: a young person's pet getting killed.)

2) Human interest photographs (from magazines or special collections) which elicited oral and written composition.

3) Perception exercises such as letting students see a painting for a few seconds and letting them make a list of what they saw; then after a little longer look, letting the students make another list; and finally, letting the students look as long as they wish and make a third list of what they saw.

4) Reading of high interest short stories by the teacher. We tried using commercial recordings but this was not successful.

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LESSON I

Introduction

We have found it helpful to open these lessons with an informal class discussion. The teacher asks questions concerning language and language learning that will help the student see how much he already knows about his language. Here we have listed some of the questions we have used (you will think of others) and some books which might be helpful to the teacher in planning for this discussion.

1. Who was your first English teacher? (Our purpose here is to get the students to see that their parents taught them to talk, that talk is language and that their language is English.)
2. How did they (parents) teach you English?
3. Did they give you English drills or workbooks?
4. What is English anyway?
5. When we study English in school, what do we study about?
6. What do we mean when we say, "He uses bad English"?
7. Can you understand a person who says, "I ain't got no candy?"
8. What would be another way of saying the same thing?
9. Can you think of a time you would want to use "I don't have any candy" rather than "I ain't got no candy"?
10. Why do we choose to say the same thing in more than one way?
11. Do you talk to the principal the same way you talk to your friends on the playground?
12. How do you know what I am saying if you have never heard these sentences I am speaking before?
13. Is it more than just knowing the words I use?
14. Is this group of words clear:
"Half because the tardy about were of students the snow."?
(About half the students were tardy because of the snow.)
15. Is it the order words are put into?

16. Is this a good English sentence:
"Footprints saw my snow in the dog's James."?
(James saw my dog's footprints in the snow.)

17. What is the difference in the way the words are put together in sentences 14 and 16?

The teacher may need to sum up this discussion by stating that the lessons to follow will not necessarily teach the students anything new about their language, but will explain for them some of the things they do when they speak.

The following is a list of books the teacher will find helpful in planning for this discussion:

Hall, Robert J., **Linguistics and Your Language,** Doubleday & Company 1950

Hayakawa, S. I., **Language in Thought and Action,** Harcourt, Brace & World, 1964

Postman, Neil and Charles Weingartner, **Linguistics,** Dell Publishing Co.,

Sledd James, **Dictionaries and That Dictionary,** Scott Foresman and Co., 1962

LESSON II

Purpose: (for teacher only) The purpose of this lesson is to make the students aware that N plus be plus adj. is the same as the plus adj. plus N . . .

Transparency I

1. The boy is happy.
2. The movie was sad.
3. The bike is red.
4. The book was large.
5. The house was big.

What are the things that are the same in all five sentences? Did you notice that all five sentences begin with **The**? Did you notice that the last word in each sentence tells about the word after **The**? Did you notice that the third word in each sentence is either **is** or **was**?

Can you think of a way to rearrange some of the words in sentence 1 and drop **is** or **was** and say the same thing?

The boy is happy. The happy boy . . . .

Does each group of words say the same thing? What happened when the change was made? You placed the word that "tells about" after **The** and before the second word and dropped **is** or **was**. Three dots are placed after a group of words to show it is not a complete sentence.

The	boy	is	happy.		The	happy	boy . . .
1	2	3	4		1	4	2

If we number the words of our sentences in this way, we can write a formula for all five of our sentences.

1 plus 2 plus 3 plus 4 is the same as 1 plus 4 plus 2 plus . . .

Now you apply this formula to the other four sentences.

Keep in mind the kinds of words we have in each of the five sentences:

1. They all start with **The.**
2. The second word names something that can be described.
3. The third word is **is** or **was.**
4. The last word is a word which tells about the second word.

With this in mind, write three sentences like the five at the beginning of this lesson. Do not try to rewrite them following our new formula until I have looked at your sentences.

LESSON III

Purpose: (for teacher only) The purpose of this lesson is to review the N **plus** be **plus** adj. **is the same as** the **plus** adj. **plus** N . . . **notion and** see how this transformed sentence can be embedded in another sentence.

In Lesson II we learned that a sentence like "The boy is happy" can be rewritten to read "The happy boy . . .". In this lesson we will take the rewritten idea and plant it in another sentence. Examine these two sentences:

The dog was frisky.

The dog barked at the man.

In these two sentences you notice that "The dog" appears. If this is the same dog, we can combine the two sentences into one sentence. The first sentence, "The dog was frisky." fits the description of the sentences in Lesson II:

1. Initial **The**
2. Final word tells about word after **The**
3. Final word can be placed between **The** and second word.
4. The third word is **was** or **is** and is dropped when the sentence is rewritten or transformed.

Therefore, this sentence can be transformed into "The frisky dog . . ." Now we have:

The frisky dog . . .

The dog barked at the man.

If "The dog" in each sentence is referring to the same dog, then "The" and "dog" can be cancelled in the second sentence and the rewritten or transformed sentence put in the place of the cancelled words.

Transparency 2-A

The frisky dog . . .

The dog barked at the man.

The frisky dog barked at the man.

Now you try this procedure with these pairs of sentences:

Transparency 2-B

1. **The man was old.**
   The man kicked at the dog.

2. **The dog was quick.**
   The dog jumped out of the way.

3. **The man was clumsy.**
   The man fell into the street.

LESSON IV

Purpose (for teacher only) The purpose of this lesson is to make the students aware that N plus be plus for plus V plus ing equals V plus ing plus N . . .

Transparency 3

Group A

1. The bird is singing.
2. The stone was rolling.
3. The student is dancing.
4. The number was growing.
5. The flower is budding.
6. The desk is for writing.
7. The machine was for washing.
8. The knife is for carving.

What things are alike in the first five sentences of **Group A?**

1. The initial **the**
2. The third word **is** or **was**
3. The last word ends in **ing**

What is different about the last three sentences?

4. **for** before the last word.

How can the sentences in **Group A** be shortened by placing a word in a new position and dropping certain words?

1 2 3 4

The bird is singing

1 4 2

The singing bird . . . (drop 3)

1 plus 2 plus 3 plus 4 is the same as 1 plus 4 plus 2 . . .

Will you need to alter the formula for the last three sentences of Group A?

Rewrite all of **Group A.**

Group B—Transform the B sentences according to the procedure used in **Group A** and embed them in the A sentences.

Transparency 4-A

1. A. Th canary was in its cage.
   B. The canary was singing.

2. A. The stone was not gathering moss.
   B. The stone was rolling.

3. A. The rose was near the front steps.
   B. The rose was budding.

4. A. The desk sold for forty dollars.
   B. The desk was for writing.

5. A. The machine was bought by the housewife.
   B. The machine was for washing.

What two sentences did it take to make each of the following sentences?

Transparency 4-B

1. The happy students attended the game.
2. The dancing girl broke her foot.

LESSON V

Purpose: (for teacher only) The purpose of this lesson is to build on the student's awareness that N plus be plus loc is the same as N plus loc . . .

Transparency 5

Group A

1. The frost is on the pumpkin.
2. The band was on the field.
3. The girl was in the picture.
4. The desk is in our class.
5. The boy is behind me.
6. The bus is in front of the school.
7. The store is in the shopping center.
8. That record is on my record player.

What things are alike in the eight sentences in Group A? Students should notice:

1. All sentences begin with either That or The.
2. The second word is the only thing being talked about in the sentence.
3. Someone may notice, or you can direct students to see, that the last few words in each sentence tell the location of the second word.

Can you move these words that tell the location and place them somewhere else in the sentence? (Students may need to be directed to see that you can have: The frost on the pumpkin . . .)

Rewrite all eight sentences in this way. (You may ask why make this kind of change in the sentences. Be sure to point out that by shortening this type of sentence you are able to give more detailed information in a single sentence — post and pre-nominal modifers.)

What things are alike in the eight sentences in **Group B?** (Students may not be able to identify likenesses in this group. You may want to point out that the second word in each sentence is the main thing that is being talked about. You might want to go over each sentence and talk generally about the way the sentences are formed.

Transparency 6-A

Group B

1. The frost is lovely.
2. The band marched in the parade.
3. The girl combed her hair.
4. The desk is many colors.
5. The boy is a football player.
6. The bus stops for me.
7. The store has records.
8. That record is my favorite.

Show **Group A** and **B** to the students. What things do you notice that are alike in the first sentences of **Groups A** and **B?** (Students should notice that the first two words are the same. Students should be led to see the same likenesses in the other sentences.) Since you have rearranged and shortened the sentences in **Group A,** can you put the idea of **Group A** sentences into the sentences of **Gorup B?** (Students should be led to see they can have a sentence like "The frost on the pumpkin is lovely.") Do all eight sentences follow this process? (You might begin to talk about placing the shortened form over the B idea, cancelling like words and combining the two sentences.)

Transparency 6-B

Group A.	The frost is on the pumpkin . . .
Group B.	The frost is lovely.
Result:	The frost on the pumpkin is lovely.

LESSON VI (Optional)

Purpose: (for teacher only) The purpose of this lesson is to lead students to become aware of "word families."

It may be necessary at this point to talk about "word families." You could begin with the number two words (nouns) and show that **boy, boys, boys' boy's** are all related. Then move to number four words and show that **happy, happier, happiest** are related. In some "word families," members of the family do not have the resemblance that others do. This could be demonstrated by showing that from a word like **go** we get others forms: **goes, went, gone, going;** and from **break** we get **breaks, broke, broken, breaking.** Depending on the ability of the class, this could be expanded until the students have a rather firm idea about words that spring from other words (nouns, adjectives, verbs). (The exercises in this lesson should be given to each student to work with as the class works orally together.)

Number Two Words

Transparency 7-A

boy — boys — boys' — boy's

(It may be helpful to talk about how boys — boys' — boy's are used for different reasons in writing, but in speaking we only have one sound for s (plural), 's (singular possessive), s' (plural possessive).

Transparency 7-B

movie	movies	_____	_____
bike	_____	_____	_____
book	_____	_____	_____
house	_____	_____	_____

(If needed, use other examples that would work in slots.)

Number Four Words

Transparency 7-C

happy — happier — happiest

Example: **The boy is happy**

The boy is happier than the girl.

The boy is the happiest person in the room.

Transparency 7-D

pretty	_____	_____
tight	_____	_____
high	_____	_____
curly	_____	_____
low	_____	_____
deep	_____	_____
white	_____	_____
cold	_____	_____
tall	_____	_____

Number Three Words

(The purpose here is not to teach tense, but to illustrate the "verb family.")

Transparency 8

I _____ to that church now.
You _____ to that church now.
We _____ to that church now.
They _____ to that church now.
He _____ to that church now.
She _____ to that church now.
It _____ to that church now.

I _____ to that church last Sunday.
You _____ to that church last Sunday.
He _____ to that church last Sunday.
We _____ to that church last Sunday.
They _____ to that church last Sunday.

I have _____ to that church before.
You have _____ to that church before.
He has _____ to that church before.
We have _____ to that church before.
They have _____ to that church before.

I am _____ to that church.
You are _____ to that church.
He is _____ to that church.

Transparency 9

go	goes	went	gone	going
break	breaks	broke	broken	breaking
laugh	laughs	laughed	laughed	laughing
ride	rides	rode	ridden	riding
play	plays	played	played	playing
kick	kicks	kicked	kicked	kicking
cut	cuts	cut	cut	cutting
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

LESSON VII

Purpose: (for teacher only) The purpose of this lesson is to make students aware of the ways they form possession in speaking and writing. You will find that many non-standard speakers do not use the final s to show possession.

Transparency 10

Group A

1. The man has a son.
2. The car has a radio.
3. The school had a team.
4. The city had a courthouse.
5. The student had a pencil.

What things do you see in these five sentences that are alike?

1. **All the sentences begin with The.**
2. **The third word in each case is from the have family.**
3. **The second word names something or someone.**
4. **In all sentences the second word owns something.**

Can you think of a way to shorten these sentences to say the same thing? (If the students do not furnish the answer, illustrate to them "The man's son . . ." Be sure to encourage the use of the apostrophe and demonstrate the importance of it in written work. Much oral work should be done with these five sentences (and maybe others) to insure that the students pronounce the 's since it is a social marker in our language.

Write five sentences like Group A. Let me check your original sentences before you rewrite them as you did Group A.

(When students have completed this, use these for oral drill. Work orally until the students seem to become aware of the importance of this 's sound on the end of a word showing ownership. See "Teacher's Introduction.)

LESSON VIII

Purpose: (for teacher only) The purpose of this lesson is to build on to the student's awareness of possessives the standard way to say and the conventional way to write plural possessives.

Transparency 11

Group A

1. The teachers have students.
2. The players have helmets.
3. The buildings had windows.
4. The actors had costumes.
5. The trees have leaves.

What things do you see in these five sentences that are alike?

1. All sentences begin with **The.**
2. The third word in each case is a form of **have.**
3. The second word in each sentence names more than one thing or person.
4. In all five sentences the second word owns something.

Can you use the information learned in Lesson VII to get an idea as to how these sentences can be shortened but retain the meaning of ownership? ("The teachers' students . . .") (At this point you will need to discuss the difference in 's and s'. Point out that there is no differences in pronunciation but a great deal in meaning. This is a very difficult point for the non-standard speaker and may take several examples and some drill to make it completely clear to students.)

Transform all five sentences into the shortened form. (After students have completed the sentences, ask each student to read his five transformed sentences. Make sure he pronounces the s' in each case.)

Write five original sentences like **Group A.** Let me check your sentences to see that all five are like **Group A.** After they have been checked, transform them as you did **Group A.**

(When students have completed this, have each student read his transformed sentences aloud and check to see that he pronounces the s'. Much oral drill should be used in this lesson. After the initial information is given, divide students into small groups and let them work with each other on the pronunciation of the possessives. The teacher may find worksheets for groups helpful.)

LESSON IX

Purpose: (for teacher only) The purpose of this lesson is to show students that they already know how to embed possessives.

Transparency 12

Group A.

1. A. The dog bit the man.
   B. The boy has the dog.
2. A. The pants are torn.
   B. The man has the pants.
3. A. The cats screeched loudly.
   B. The girls had the cats.
4. A. The mother called at five o'clock.
   B. The girls had a mother.

Transform the B sentences in Group A as you did in Lesson VIII. After you have done all four sentences put the idea of the B sentence into the A sentence. (The teacher may need to give one example: "The boy's dog bit the man.")

Transparency 13-A

Group B

1. A. The dog was sick.
   B. The man has the dog.
   C. The man is old.
   (The old man's dog was sick.)
2. A. The mother called them.
   B. The girls have a mother.
   C. The girls are beautiful.

(The beautiful girls' mother called them.)

Transparency 13-B

Follow the same procedure as in 1 and 2 to develop the combined sentence.

3. A. The weights were stolen.
   B. The boy had the weights.
   C. The boy was strong.

(1) Transform the C sentences as you did in Lesson II. (2) Put the idea of the C sentences into the B sentences. (3) Transform the B sentences as you did in Lessons VIII and IX. (4) Put the idea of the transformed B sentences into the A sentences.

Example:

Step (1) C. The man is old. The old man . . .
B. The man has a dog.

Step (2) The old man has a dog.

Step (3) The old man's dog . . .

Step (4) A. The dog was sick.
The old man's dog was sick.

Can you do one set of sentences (ABC) together? (This should be done on the board and then combined by using the four steps above.)

Now each student will write a set (ABC) of sentences as in Group B. After this is completed, exchange papers and combine the sentences using the four steps. This could be done in groups first and then individually.

LESSON X

Purpose: (for teacher only) The purpose of this lesson is to illustrate to students how they form Yes-No Questions and how they can use the Yes-No Question Transformation to discover the first noun phrase in the sentence.

Transparency 14-A

The puppy is in the doghouse.
Is the puppy in the doghouse?

What differences do you see in these two sentences? Your first reaction is probably that one is a statement and the other is a question. This is true, but what happened to change the idea in the second? If you study the two sentences carefully you will notice that the only thing that happened was the moving of "is" to the beginning of the sentence. Do the same thing to this statement.

Transparency 14-B

The bicycle is in the yard.

If you correctly moved "is" to the beginning of the sentence you now have:

Transparency 14-C

Is the bicycle in the yard?

Have you noticed that the questions formed by moving "is" to the front of the sentence can be answered with "yes" or "no." That is why we call this transformation, this moving of "is" to the front of the sentence, the Yes-No Question Transformation. We have used this Yes-No Transformation on two sample sentences. You may have noticed that in each case

"is" was moved from somewhere near the middle of the sentence to the beginning. Notice the words in each case that "is" is moved around "The puppy. In "The bicycle is in the yard," "is" is moved around "The bicycle." These words that "is" is moved around make up the first noun phrase of the sentence.

Transparency 14-D

"The boy in the yard is my friend."

Apply the Yes-No Transformation.

Transparency 14-E

"Is the boy in the yard my friend?"

According to our rule, what is the first noun phrase in the sentence? You notice that in this situation that the noun phrase is longer.

"The boy in the yard"

Exercise: See if you can apply the Yes-No Question Transformation to the following sentences and determine the first noun phrase in each case. Notice that a noun phrase can be one word or a number of words:

Transparency 15-A

1. My father's farm is in Floyd County.
2. He is a part-time farmer.
3. Our family is there every weekend.
4. The best cow on the farm is a Holstein.
5. Mother's job is to milk the cow.

(It may be helpful to have students apply the Yes-No Transformation to the following sentences in which "is" is used in different ways.)

Transparency 15-B

1. Bill is going to the game on a chartered bus.
2. Every player is given a football uniform.
3. His bicycle is broken.
4. The outstanding player on our football team is given a trophy.
5. The uniform is made of a special material.

LESSON XI

Purpose (for the teacher only): The purpose of this lesson is to continue the main ideas of **Lesson X** and point out that there are words other than **be** words which can be moved to front position to form a Yes-No Question.

In **Lesson X** you learned that **is** can be moved from the middle of the sentence to the front position to form a Yes-No Question. In this lesson we will see that there are other words that may be moved to front position to form a Yes-No Question. Words like **have, can, may, will, shall,** and **must** may be treated the same way you have treated **is** in the previous lesson. Many of these "movables" have other forms. We might say they have families. Can you think of some words that would be members of the same family of these words?

Transparency 16-A

have, has, had, having

can, _____

may, _____

will, _____

shall, _____

must, _____

Can you make Yes-No Questions out of the following sentences by placing these new "moveables" at the beginning of the sentences? (Students may find that when the **have** word is moved they will have an English sentence yet it will be awkward to them. Ask them what they would say instead.)

Transparency 16-B

Group A

1. The teachers have a box of chalk.
2. Mary has a favorite ring.
3. The boys had a secret meeting place.

Transparency 16-C

Group B

1. The teacher has given the test.
2. Those students have made a poster for the ball game.
3. Harry has given his dues to the treasurer.
4. The test has been taking one hour.

Transparency 17

Group C

1. My dad can go with the team.
2. Students could display their projects on Thursday.
3. We could have gone on the train.
4. Final exams could be given early.

Group D

1. The bank may close early.
2. The rain might cause a delay in the game.
3. Students may be using tables and chairs rather than desks.
4. The trip might have taken longer than we thought.

Transparency 18-A

Group E

1. He will give us apples for the carnival.
2. Most of the boys would help move the heavy equipment.
3. Decorations will be expensive.
4. Some of the clubs would have good ideas for refreshments.

Group F

1. Students must study for the test.
2. All students must have been present.

(The teacher may find it helpful to do these sentences orally with the class. Students find this process rather simple after the first few have been done for examples and have a feeling of success when they are able to apply this transformation with other members of the class.)
Exercise: See if you can locate the correct word to move to the front of these sentences to form Yes-No Questions:

Transparency 18-B

1. My friends may give me a party.
2. The money was on the table.
3. The snow will fall this winter.
4. I am on the team.
5. John has taken an aspirin.

What is the first noun phrase of each sentence?

(Divide the class into about four or five groups. Have each group to develop a list of **ten** sentences that contain "moveables" and to which the Yes-No Question Transformation could be applied. Then let the groups challenge each other "Spelling Bee Style." One objective here is to let the students have an opportunity to verbalize and put into practice what they have learned.)

LESSON XII

Purpose (for teacher only): The purpose of this lesson is to illustrate how the Yes-No Transformation can be applied when words of the **be** family other than **is are** used.

In an earlier lesson we learned how **is** can be moved from the middle of a sentence to front position to form a question that can be answered with "yes" or "no."

Transparency 19-A

The team is on the field.

Is the team on the field?

We also learned that the word or words that **is** moved around would be a noun phrase. In the above sentence "the team" would be a noun phrase.

Is is a member of the **be** family. There are other members of this family. Can you name some of them?

be, am, is, are, was, were, being, been

Which of these words can be moved to front position to form a question that can be answered by "yes" or "no."

Transparency 19-B

1. **Be**

   He could be the leader.

   * Be he could the leader?

This is a non-sense sentence, isn't it? From this example you can see that **be** can not be a "moveable."

2. **Am**

   I am president of the class.

   Am I president of the class?

3. **Is**

   The player is my friend.

   _____?

4. **Are**

   Books are always available in the library.

   _____?

5. **Was**

   The party was over at eleven o'clock.

   _____?

6. **Were**

   Most of my friends were on the back row.

   _____?

7. **Being**

   The class was being treated by the mothers.

   _____?

8. **Been**

   I have been here for an hour.

   _____?

Which of the be family cannot be moveables? _____, _____, _____. Can you make Yes-No Questions out of the non-sense sentences by moving another word to front position?

1. _____?
2. _____?
3. _____?

(Point out to students, if they do not discover it, that when a sentence has more than one "moveable," the first one is always moved. Be, been and

being will always be preceded by a "moveable." Let the student test this by trying to create sentences that would disprove this theory.

Divide the class into small groups and let some groups develop Yes-No Questions and some sentences to which Yes-No Question transformation can be applied. At this point, all the sentences must contain a **be** family word "moveable." The teacher will need to supervise the groups' work to see that the sentences can be transformed with the limited information the students have at this point. After the groups have developed these statements and questions, the groups exchange lists and make Yes-No Questions out of the statements and statements out of the Yes-No Questions.)

LESSON XIII

Purpose: (for teacher only) The purpose of this lesson is to continue the main ideas of Lessons **X, XI,** and **XII** and illustrate how the Yes-No Question Transformatioin is applied when a "moveable" is not given in the sentence.

As a review apply the Yes-No Question Transformation rule that was studied in Lessons **X, XI,** and **XII** to the following sentences.

Transparency 21

1. The school is on Main Street.
2. The book was issued by the teacher.
3. Bill could lift 150 pounds.
4. Teachers may give tests on Friday.
5. The boys had worked on the field.
6. Martha has taken all of her books home.
7. The class must do a fine job on the project.
8. Harry will take the first assignment.

There is another family of "moveables" we have not discussed — the **do** family: do, did, does.

Look at these sentences:

Transparency 22-A

The students do like hamburgers.
Do the students like hamburgers?
The teachers did attend the game.
Did the teachers attend the game?
The bowl does contain two goldfish.
Does the bowl contain two goldfish?

(**Do** can be an auxiliary or a main verb. Notice what happens when the main verb of the **do** family word is moved to the beginning:

He did the work.

Did he the work?

The Yes-No Question Transformation does not create a good question. Some general discussion on this may be helpful to some students. Some students may ask about **done** as being part of the **do** family. Let students discover that **done** will always be preceded by a "moveable." Remind them that the first "moveable" is the one moved to **front** position. Students may enjoy trying to disprove this theory.)

How do you apply the Yes-No Question Transformation rule to the following sentence?

Transparency 22-B

Mary gave all of us some gum.

It does not have a word like **have, be, do, can, may, will, shall,** or **must.** Probably the least complicated way to approach a sentence like this is:

1. Make the sentence negative:
   Mary did not (didn't) give all of us some gum.
   (It may be necessary to talk about contractions here briefly. Some students will notice that the verb form changes to the simple form when the **do** auxiliary is added. Students are able to do this automatically and there is no need to spend much time on it at this point.)

2. Now that you have a word in the sentence that can be moved to the front position to form a Yes-No Question, apply the Yes-No Question Transformation rule:
   "Did not (didn't) Mary give all of us some gum?"

3. Now that you have the Yes-No Question, remove the negative element from the sentence:
   "Did Mary give all of us some gum?"

Apply these steps to the following sentences:

Transparency 22-C

1. Students enjoy writing letters to friends.
2. The model cars sold for one dollar each.
3. Everyone likes her.
4. She fell and hurt her knee.
5. The lake was located near the main highway.
6. You ate lunch first.
7. Almost everyone attended the fair.

LESSON XIV

Purpose: (for the teacher only) The purpose of this lesson is to illustrate to the student that relative clauses, which he uses often, are derived from another sentence. This lesson will also illustrate to the student how he can combine two ideas, subordinating one of them.

Transparency 23-A

1. The lake is twenty feet deep.
2. The lake is located on our farm.
3. The lake that is located on our farm is twenty feet deep.

What have we done in sentence number 3? We have combined the first two sentences in a special way to make one sentence. Can you tell what "special way" was used to combine sentences 1 and 2? Where did we place sentence 2 in sentence 1?

Transparency 23-B

The lake (The lake is located on our farm) is twenty feet deep.

You can see from this example that sentence 2 was placed after "lake" in sentence 1. You also notice that in sentence 3 we did not repeat "The lake" of sentence 2 when we placed it in sentence 1. What did we do? We changed "The lake" in sentence 2 to "that." Study these sentences:

Transparency 23-C

The lake (that is located on our farm) is twenty feet deep.
The lake that is located on our farm is twenty feet deep.

Notice that "The lake" of sentence 2 is taken out and "that" is put in its place. Why was sentence 2 placed immediately after "lake" in sentence I? Would it sound right anywhere else? Let us say that when you have two sentences with the same first noun phrase, you may place one of the sentences immediately after the first noun phrase of the other and replace the noun phrase with a word like "that."

Study this example:

Transparency 24-A

1. The book had a cover on it.
2. The book is on your desk.
3. The book that had a cover on it is on your desk.

Now you try one. Do these sentences follow our rule?

Transparency 24-B

The glass dropped to the floor.
The glass is in the bathroom.

Remember the rule:

Step (1) When two sentences have the same first noun phrase, one may be embedded in the other.

Step (2) The position of the sentence to be embedded is immediately after the first noun phrase of the other sentence.

Step (3) Remember that the first noun phrase of each sentence is the same; therefore, we change the noun phrase of the embedded sentence to a word like "that."

Your sentence should read:

Transparency 24-C

The glass that dropped to the floor is in the bathroom.

Exercise A:

By following the steps, place sentence B in sentence A.

1. A. The picture is good.
   B. The picture was made at school.

2. A. The boy is John.
   B. The boy stood beside me at the game.

3. A. The store is on Broad Street.
   B. The store burned.

Now you write two sentences with the same first noun phrase. After you have done this, combine them following the steps presented in this lesson.

LESSON XV

Purpose: (for the teacher only) The purpose of this lesson is to continue the ideas set forth in Lesson **XIV** and help the students realize that they distinguish between the use of **which, that,** and **who.**

In Lesson **XIV** you learned that when you have two sentences with the same first noun phrase, you may place one of the sentences immediately after the first noun phrase of the other and replace the repeated noun phrase with a word like "that." In Exercise A of Lesson **XIV,** you had one pair of sentences that was a little different from the others:

The boy is John.

The boy stood beside me at the game.

Your sentence could have read:

The boy that stood beside me at the game was John.

In all the other sentences in Lesson **XIV** you replaced the embedded "identical" noun phrase with "that." In one sentence you could have chosen "who." When the initial "identical" noun phrases are people, your choice may be "who" or "that" for replacing the noun phrase of the embedded sentence. When the initial "identical" noun phrases are anything other than people, your choice may be either "that" or "which."

In combining the following pairs according to the lesson, be careful to select the appropriate word **(that, who, which)** to replace the "identical" embedded noun phrase.

Transparency 25

1. A. Mother is tired.
   B. Mother cleans the house.
2. A. The car has a flat.
   B. The car is in the driveway.
3. A. The girls screamed.
   B. The girls saw the Beatles.
4. A. The firemen were brave.
   B. The firemen put out the fire.
5. A. The store is beautiful.
   B. The store was decorated for Christmas.

Now create some of these pairs and then combine as we have done in this lesson. (It is good to do group work at this point.) Let me check your pairs before you combine them. (This is a good opportunity to see that Lessons **XIV** and **XV** are well in mind before moving on.)

Transparency 26-A

Sample A

The boys read **the book.**

The book was in the library.

that
The boys read the book (the book was in the library).

The boys read the book that was in the library.

You will notice from this example that if an identical noun phrase appears anywhere in the sentence, you may embed another sentence which has the identical noun phrase in initial or front position.

Transparency 26-B

Sample B

Bill gave **the catcher's mit** to his brother.

The catcher's mit was borrowed from the school.

Can you combine these two sentences using the same process that was used in Sample A?

Create three pairs of sentences like the ones used in Samples A and B. Let me check your pairs and then let someone in your work group combine them.

LESSON XVI

Purpose: (for the teacher only) The purpose of this lesson is to continue the ideas set forth in Lessons **XIV** and **XV** and show students how they already know how to embed a relative clause when one or both noun phrases are not in front position.

Transparency 27-A

Group A

1. The picture is pretty.
2. John painted the picture.
3. The picture which John painted is pretty.

Group B

1. The apples came from North Carolina.
2. They ate the apples.
3. The apples which they ate came from North Carolina.

In Group A and B, sentences 1 and 2, there are identical noun phrases. The noun phrases in these sentences are identical, but are not in the same position in each sentence. See if you can figure out what happened in order to make sentence 3.

Step (1) The picture (John painted the picture) is pretty.

Step (2) The picture (the picture John painted) is pretty.

Step (3) The picture (which John painted) is pretty.

Step (4) The picture which John painted is pretty.

What happened in Step 1?
The sentence you want to imbed in another sentence is placed immediately after the identical noun phrase in "front" position.

What happened in Step 2?
The "identical" noun phrase of the embedded sentence is moved to the front of the embedded sentence. Two noun phrases just alike must be joining before this operation takes place — sometimes it means moving words in the embedded sentence to the beginning.

What happened in Step 3?
The "identical" noun phrase is replaced with the appropriate word "which," "that," or "who."
What happened in Step 4?
You have successfully combined the two sentences.
You finish the steps in this example:

Transparency 27-B

The book is interesting.

He gave me the book.

Step 1. The book (he gave me the book) is interesting.

Step 2. The book (the book he gave me) is interesting.

Step 3. _____.

Step 4. _____.

Can you follow all the steps and combine these sentences (embed sentence 2 in sentence 1.)

Transparency 28-A

The paper is on my desk.

You wanted the paper.

Step 1. _____.

Step 2. _____.

Step 3. _____ _____.

Step 4. _____.

Exercise:

A. Follow the steps and embed sentence 2 in sentence 1 in each of the following pairs of sentences:

Transparency 28-B

1. The ball is lost.
2. He gave me the ball.

1. The cookies are on the table.
2. Mom baked the cookies.

1. The storm was scary.
2. Bill was lost in the storm.

1. The fence was broken yesterday.
2. He is standing by the fence.

B. Create your own pairs of sentences to be combined by following the steps given in this lesson.

Let me or a classmate check your pairs of sentences before you begin to combine them. Remember that the noun phrases in these sentences are identical, but not in the same position in each sentence.

LESSON XVII (Optional)

Purpose: (for the teacher only) The purpose of this lesson is to continue the ideas set forth in Lessons **XIV, XV,** and **XVI** and illustrate to students the way of determining the relative pronouns to use in standard English.

In Lesson **XVI** we developed four steps to combine two sentences by embedding one in the other. These sentences had identical noun phrases, but only one was at the front of the sentence. You learned that:

1. The sentence you want to embed in another sentence is placed immediately after the "identical" noun phrase in "front" position.

2. The "identical" noun phrase of the embedded sentence is moved to the front of the embedded sentence.

3. The "identical" noun phrase is replaced with a word like "which," "that," or "who."

4. You have successfully combined the two sentences.

In Lesson **XVI,** we only used the word "that" to replace the "identical" noun phrase of the embedded sentence. Notice in Step 3 that some students want to use **whom.** This word may be used when the "identical" noun phrase moved to front position is a person. Let's see how this happens:

Transparency 29-A

John built a bird house.
They knew John.
John whom they knew, built a bird house.

Mother baked the cake.
You may know my mother.
Mother, whom you may know, baked the cake.

Exercise A. Now you try combining them by following the steps:

Transparency 29-B

1. Our milkman broke the bottle.
2. We like the milkman.
1. The postman is in the hospital.
2. My neighbor's dog bit the postman.
1. The teacher enjoys poetry.
2. The students like the teacher.

Exercise B. Create your own sentence pairs to be combined by following the steps. Remember that the noun phrases in these sentences are identical, but not in the same position in both sentences. All the noun phrases to be used in front position in number 1 sentences should be people. Let me check your pairs before combining them. (Class could be divided into groups and let groups develop sets to be combined by other groups.)

Transparency Masters

These last pages are perforated so they might be easily torn from this book in order to make the transparencies needed to teach the lessons presented in this leaflet.

Transparency 1

(Lesson II)

1. The boy is happy.
2. The movie was sad.
3. The bike is red.
4. The book was large.
5. The house was big.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 2

(Lesson III)

A.

The frisky dog . . .

The dog barked at the man.

The frisky dog barked at the man.

B.

1. The man was old.

   The man kicked at the dog.

2. The dog was quick.

   The dog jumped out of the way.

3. The man was clumsy.

   The man fell into the street.

Transparency 3

(Lesson IV)

Group A

1. The bird is singing.
2. The stone was rolling.
3. The student is dancing.
4. The number was growing.
5. The flower is budding.
6. The desk is for writing.
7. The machine was for washing.
8. The knife is for carving.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 4

(Lesson IV)

A.

1. A. The canary was in its cage.
   B. The canary was singing.
2. A. The stone was not gathering moss.
   B. The stone was rolling.
3. A. The rose was near the front steps.
   B. The rose was budding.
4. A. The desk sold for forty dollars.
   B. The desk was for writing.
5. A. The machine was bought by the housewife.
   B. The machine was for washing.

B.

1. The happy students attended the game.
2. The dancing girl broke her foot.

Transparency 5

(Lesson V)

Group A

1. The frost is on the pumpkin.
2. The band was on the field.
3. The girl was in the picture.
4. The desk is in our class.
5. The boy is behind me.
6. The bus is in front of the school.
7. The store is in the shopping center.
8. That record is on my record player.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 6

(Lesson V)

A.

Group B

1. The frost is lovely.
2. The band marched in the parade.
3. The girl combed her hair.
4. The desk is many colors.
5. The boy is a footabll player.
6. The bus stops for me.
7. The store has records.
8. That record is my favorite.

B.

Group A. The frost on the pumpkin . . .

Group B. The frost is lovely.

Result: The frost on the pumpkin is lovely.

Transparency 7

(Lesson VI)

A.

boy	—	boys	—	boys'	—	boy's

B.

movie	movies	_____	_____
bike	_____	_____	_____
book	_____	_____	_____
house	_____	_____	_____

C.

happy	—	happier	—	happiest

D.

pretty	_____	_____
tight	_____	_____
high	_____	_____
curly	_____	_____
low	_____	_____
deep	_____	_____
white	_____	_____
cold	_____	_____
tall	_____	_____

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 8

(Lesson VI)

1 _____ to that church now.
You _____ to that church now.
We _____ to that church now.
They _____ to that church now.

He _____ to that church now.
She _____ to that church now.
It _____ to that church now.

I _____ to that church last Sunday.
You _____ to that church last Sunday.
He _____ to that church last Sunday.
We _____ to that church last Sunday.
They _____ to that church last Sunday.

I have _____ to that church before.
You have _____ to that church before.
He has _____ to that church before.
We have _____ to that church before.
They have _____ to that church before.

I am _____ to that church.
You are _____ to that church.
He is _____ to that church.

Transparency 9

(Lesson VI)

go	goes	went	gone	going
break	breaks	broke	broken	breaking
laugh	laughs	laughed	laughed	laughing
ride	rides	rode	ridden	riding
play	plays	played	played	playing
kick	kicks	kicked	kicked	kicking
cut	cuts	cut	cut	cutting
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 10

(Lesson VII)

Group A

1. The man has a son.
2. The car has a radio.
3. The school had a team.
4. The city had a courthouse.
5. The student had a pencil.

Transparency 11

(Lesson VIII)

Group A

1. The teachers have students.
2. The players have helmets.
3. The buildings had windows.
4. The actors had costumes.
5. The trees have leaves.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 12

(Lesson IX)

Group A

1. A. The dog bit the man.
   B. The boy has the dog.
2. A. The pants were torn.
   B. The man has the pants.
3. A. The cats screeched loudly.
   B. The girls had the cats.
4. A. The mother called at five o'clock.
   B. The girls had a mother.

Transparency 13

(Lesson IX)

A.

Group B

1. A. The dog was sick.
   B. The man has the dog.
   C. The man is old.
   (The old man's dog was sick.)

2. A. The mother called them.
   B. The girls have a mother.
   C. The girls are beautiful.
   (The beautiful girls' mother called them.)

B.

3. A. The weights were stolen.
   B. The boy had the weights.
   C. The boy was strong.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 14

(Lesson X)

A.

The puppy is in the dog house. Is the puppy in the doghouse?

B.

The bicycle is in the yard.

C.

Is the bicycle in the yard?

D.

"The boy in the yard is my friend."

E.

"Is the boy in the yard my friend?"

Transparency 15

(Lesson X)

A.

1. My father's farm is in Floyd County.
2. He is a part-time farmer.
3. Our family is there every weekend.
4. The best cow on the farm is a Holstein.
5. Mother's job is to milk the cow.

B.

1. Bill is going to the game on a chartered bus.
2. Every player is given a football uniform.
3. His bicycle is broken.
4. The outstanding player on our football team is given a trophy.
5. The uniform is made of a special material.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 16

(Lesson XI)

A.

have, has, had, having

can, _____

may, _____

will, _____

shall, _____

must, _____

B.

Group A

1. The teachers have a box of chalk.
2. Mary has a favorite ring.
3. The boys had a secret meeting place.

C.

1. The teacher has given the test.
2. Those students have made a poster for the ball game.
3. Harry has given his dues to the treasurer.
4. The test has been taking one hour.

Transparency 17

(Lesson XI)

Group C

1. My dad can go with the team.
2. Students could display their projects on Thursday.
3. We coud have gone on the train.
4. Final exams could be given early.

Group D

1. The bank may close early.
2. The rain might cause a delay in the game.
3. Students may be using tables and chairs rather than desks.
4. The trip might have taken longer than we thought.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 18

(Lesson XI)

A.

Group E

1. He will give us apples for the carnival.
2. Most of the boys would help move the heavy equipment.
3. Decorations will be expensive.
4. Some of the clubs would have good ideas for refreshments

Group F

1. Students must study for the test.
2. All students must have been present.

B.

1. My friends may give me a party.
2. The money was on the table
3. The snow will fall this winter.
4. I am on the team.
5. John has taken an aspirin.

Transparency 19

(Lesson XII)

A.

The team is on the field.
Is the team on the field?

B.

1. *Be*

   He could be the leader.

   * Be he could the leader?

   This is a non-sense sentence, isn't it?

   From this example you can see that *be* can not be a "moveable."

2. *Am*

   I am president of the class.

   Am I president of the class?

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 20

(Lesson XII)

3. *Is*
The player is my friend.
_____?

4. *Are*
Books are always available in the library.
_____?

5. *Was*
The party was over at eleven o'clock.
_____?

6. *Were*
Most of my friends were on the back row.
_____?

7. *Being*
The class was being treated by the mothers.
_____?

8. *Been*
I have been here for an hour.
_____?

Transparency 21

(Lesson XIII)

1. The school is on Main Street.
2. The book was issued by the teacher.
3. Bill could lift 150 pounds.
4. Teachers may give tests on Friday.
5. The boys had worked on the field.
6. Martha has taken all of her books home.
7. The class must do a fine job on the project.
8. Harry will take the first assignment.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 22

(Lesson XIII)

A.

The students do like hamburgers.
Do the students like hamburgers?
The teachers did attend the game.
Did the teachers attend the game.
The bowl does contain two goldfish.
Does the bowl contain two goldfish?

B.

Mary gave all of us some gum.

C.

1. Students enjoy writing letters to friends.
2. The model cars sold for one dollar each.
3. Everyone likes her.
4. She fell and hurt her knee.
5. The lake was located near the main highway.
6. You ate lunch first.
7. Almost everyone attended the fair.

Transparency 23

(Lesson XIV)

A.

1. The lake is twenty feet deep.
2. The lake is located on our farm.
3. The lake that is located on our farm is twenty feet deep.

B.

The lake (The lake is located on our farm) is twenty feet deep.

C.

The lake (that is located on our farm) is twenty feet deep.

The lake that is located on our farm is twenty feet deep.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 24

(Lesson XIV)

A.

1. The book had a cover on it.
2. The book is on your desk.
3. The book that had a cover on it is on your desk.

B.

The glass dropped to the floor.
The glass is in the bathroom.

C.

The glass that dropped to the floor is in the bathroom.

Transparency 25

(Lesson XV)

1. A. Mother is tired.
   B. Mother cleans the house.
2. A. The car has a flat.
   B. The car is in the driveway.
3. A. The girls screamed.
   B. The girls saw the Beatles.
4. A. The firemen were brave.
   B. The firemen put out the fire.
5. A. The store is beautiful.
   B. The store was decorated for Christmas.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 26

(Lesson XV)

A.

Sample A

The boys read *the book*.

The book was in the library.

that
The boys read the book (the book was in the library.)

The boys read the book that was in the library.

B.

Sample B

Bill gave *the catcher's mit* to his brother.

The catcher's mit was borrowed from the school.

Transparency 27

(Lesson XVI)

A.

Group A

1. The picture is pretty.
2. John painted the picture.
3. The picture which John painted is pretty.

Group B

1. The apples came from North Carolina. Carolina.
2. They ate the apples.
3. The apples which they ate came from North Carolina.

B.

The book is interesting.

He gave me the book.

Step 1. The book (He gave me the book) is interesting.

Step 2. The book (the book he gave me) is interesting.

Step 3. _____.

Step 4. _____.

CUT ALONG THIS LINE

CUT ALONG THIS LINE

Transparency 28

(Lesson XVI)

A.

The paper is on my desk.

You wanted the paper.

Step 1. _____.

Step 2. _____.

Step 3. _____.

Step 4. _____.

B.

1. The ball is lost.
2. He gave me the ball.

1. The cookies are on the table.
2. Mom baked the cookies.

1. The storm was scary.
2. Bill was lost in the storm.

1. The fence was broken yesterday.
2. He is standing by the fence.

Transparency 29

(Lesson XVII)

A.

John built a bird house.
They knew John.
John, whom they knew, built a bird house.
Mother baked the cake.
You may know my mother.
Mother, whom you may know, baked the cake.

B.

1. Our milkman broke the bottle.
2. We like the milkman.
1. The postman is in the hospital.
2. My neighbor's dog bit the postman.
1. The teacher enjoys poetry.
2. The students like the teacher.

CUT ALONG THIS LINE